State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

August 8, 2006

Dear Superintendents/Administrators:

RE: NCLB 07-03 Data Reporting Policy and Procedures (revised)

The main contents of this letter were originally published in NCLB 04-11 dated January 13, 2004.

The basic policy decisions regarding data collections and reporting for both LEAs and the ADE remain essentially unchanged, but there are some revisions and additions, as this letter will outline. It will also provide guidance on the procedures LEAs should adopt in order to ensure the most accurate responses are provided in an efficient and timely manner. The material is organized as responses to frequently asked questions.

Why is the ADE requiring all of this information? Why must it be entered in SAIS?
NCLB and other state programs under the administration of the Academic Achievement Division (AAD) now have an increased emphasis on accountability, where data is integral to the development and evaluation of programs funded by these resources. It is critical for LEAs and schools to develop systems that will enable them to collect information relevant to the needs of students and teachers, to learn how to use data comprehensively to make informed decisions on the allocation of resources, and to determine the effectiveness of the uses of these funds.

It is the policy of the AAD to limit data collection and reporting to those items authorized by state or federal statute, requested by state or federal offices specifically authorized to collect such information, or requested by state or federal legislative representatives. Data collection and reporting systems are designed to use technology most effectively and to eliminate duplicative requests for the same or similar information. The Student Accountability Information System (SAIS) has been established by statute to be a major source of information in determining funding and the reporting of program information and student achievement. From FY 2004 and forward, the AAD intends to use SAIS need/eligibility data to complement Census data in the calculation of allocations for NCLB and other state programs it administers. SAIS Support program data will be used for performance reporting to the US Department of Education. ELL language assessment and program data will be used for state and federal ELL program funding and evaluation. By statute, individual student data is confidential and not a public record. SAIS information will only be used for aggregate research and reporting.

When must the information be entered into the system?
ADE recommends SAIS enrollment and special needs updating be submitted as often as daily for large LEAs **but no less often than once every ten days** for smaller LEAs. Some critical deadlines are attached to the entry of information into SAIS. In the table below is a list of report dates associated with SAIS information. These dates are either listed in statute or regulations, or the report historically has been due on that date. In some cases, report dates may change from year to year and cannot be known in advance. Additional reports may also be required at various times throughout the year for which due dates are not known. **It is essential that information required by SAIS be kept as current as possible (see guidelines below) in order to ensure that any time the ADE queries the system for**

information in response to a data request, the most accurate information is available. Missing or inaccurate data could ultimately jeopardize eligibility for funding or actual allocations.

Listed in the table below are the report dates for which each program office will request SAIS information. For example, English language learner (ELL) counts will be determined on October 1, December 15, and February 1, so that the ELL program enrollment averages for Group B weight can be calculated by February 15th. Therefore, ELL transactions should be up to date for each of those benchmarks. All NCLB Indicator information should be entered as students enroll. The count of eligible students will be determined on the 100th day of the LEA's school year. Other program need/eligibility dates are listed in the table below.

Support program services should be entered when students receive services throughout the year as part of your updating process. For example, when a student is identified for Title I Reading services, a transaction should be entered in that student's SAIS record indicating participation in that support program. ELLs who are reclassified as fluent English proficient (FEP) should have their SAIS records updated to indicate when they exited the ELL program. All support services student transactions must be completed by the end of the school year or June 30.

Type of Transaction	Name of Source Transaction	Due Date/Report Date
Need	NCLB Indicator 1 and 2	100th day
Language Need	ELL Program participation	Average of October 1, December 15, and February 1 calculated by February 15th
Support Program	Immigrant	As of February 1, calculated by February 15th
Support Program	Refugee	As of February 1, calculated by February 15th
Support Program	JOM Indian Education	As of 40th day
Support Program	Migrant	As of November 1
Support Program	Title I, Gifted, Homeless, Neglected, Delinquent, School Improvement Supplemental Services, Migrant	No later than the end of school year – June 30
Language Program Participation	ELL Assessment/reassessment results	

What are the "business rules" for AAD programs regarding SAIS information? Where can I find other information on SAIS?
The AAD program offices have written "business rules" for the SAIS transactions that accompany each program. These are posted on the ADE web site on the SAIS home page under "Business Rules" at http://www.ade.az.gov/sais/. This page also contains links to guidance documents on "Getting Started with Student Detail", frequently asked questions, and the current and archived issues of the *Inside SAIS Newsletter.* Questions relating to general student enrollment, student attendance, and state funding should be referred to School Finance. For technical support (data is not being accepted, user id and password won't work), contact the ADE Support Center at (602) 542-7378 or (866) 577-9636 or e-mail at support@azed.gov .

What types of information <u>cannot</u> be collected using SAIS? How will that be collected?
Two examples of information that cannot be collected from SAIS are 1) data related to qualifications of teachers or paraprofessionals, and 2) some required student performance data (such as ELL proficiency levels) may not be available using SAIS, if progress is being measured by assessments other than AIMS.

With the passage of NCLB, the US Department of Education (ED) has been tasked with complying with the changes in data collection NCLB now requires for reporting and accountability purposes. Requests for reports and information must be cleared by the US Office of Management and Budget prior to being released, a very exacting and lengthy process. Until now the ADE has received little guidance on how reports may change as a result of NCLB, but we do know that as part of Title I- A and Title II-A requirements, information about qualifications of paraprofessionals and teachers will need to be reported. Also, Title III requires reporting of the progress of ELLs, not just program participation.

The ADE has developed a web-based system that can be used by the AAD to collect such information via the Common Logon. Both reports and the Interim and Final Consolidated Plan templates are available at this time for use by LEAs to submit information. We have continued to use the Excel-based Consolidated Report format for this year (to report on last year - FY2003). Since many of the elements in the Consolidated Report are now collected through SAIS or may be redefined by ED, future versions of the Consolidated Report will undoubtedly be different or replaced other data collection instruments.

What achievement data is the ADE providing? How is test data used?
Both Stanford 9 and AIMS test scores are sent by the testing companies to the ADE and to each LEA. These scores can be used for a variety of purposes. The ADE must follow specific rules about whether a student's score is included for accountability purposes in calculating AZ LEARNS and AYP determinations. AYP data must be disaggregated by NCLB definitions; factors such as length of time at the school, ELL status, or size of each group can include or exclude individual student scores when AYP is calculated at the school or LEA levels. Under AZ LEARNS, some of these same factors are used to determine the achievement profile a school receives, but they are used in different ways. AZ LEARNS uses only valid, category 1 students that have not answered "no" to the question "Did you start the school year at this school?" In addition, the AZLEARNS calculation rewards growth and improvement on AIMS in its formula; academic achievement under AYP is determined solely by proficiency on AIMS. (Under the Common Logon, in the AZLEARNS/NCLB section, there are documents that specifically define the selection criteria for each calculation.)

At the LEA and school level, test scores can provide a variety of information that will inform decisions at all levels. As part of its needs assessment, the NCLB planning committee should review **all of the test scores**, including those that may not be used for accountability purposes, in order to design instructional support for students who need the supplemental instruction from an NCLB program. By relying solely on AYP data or AZ LEARNS data, LEAs that have large populations of mobile or ELL students may overlook a significant need that should be addressed. Achievement scores can be disaggregated in a variety of ways across the LEA, by school and by classroom in order to make decisions about reinforcing strengths and eliminating weaknesses instructional programs.

What are the responsibilities of school and district administrators regarding data?
Whether it is student achievement data or program participation data or student subgroup data, your data is a tool that can be used to provide information that should be incorporated into your school and LEA operations. This data should be used to evaluate and improve education programs. The best decisions can only be made using the most accurate and comprehensive data available. School and LEA personnel have the responsibility to ensure that any data provided to the ADE has been collected accurately and in a timely manner. When AYP or AZ LEARNS data are received, it is the responsibility of the LEA to appeal decisions made on incorrect data.

 All school personnel should be trained on how to report and use various kinds of data in designing, delivering and/or evaluating programs. The impact of the Family Education Rights and Privacy Act (FERPA) should be understood. Two new resources for schools and LEAs to assist in training staff on the proper handling of student information are now available from ED. The *Forum Guide to the Privacy of Student Information: A Resource for Schools*, to help schools and LEAs understand and apply FEPRA, is

available for download at http://nces.ed.gov/pubs2006/2006805.pdf . A more extensive in-depth review of privacy law that applies to student records is available in the *Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies* (NCES 2004) at http://nces.ed.gov/pubs2004/2004330.pdf

How can I receive direct e-mails regarding NCLB?
Communication of information is key to understanding of the requirements for data management.   LEAs are responsible for maintaining up-to-date e-mail addresses with the ADE, and can do so by using the LEA Core Data application in the Common Logon menu. In addition to information about superintendents and business managers, the LEA can now enter contact information, including e-mail addresses, for the following staff members who have these responsibilities:

> NCLB / Federal Programs Coordinator
> Title I Program Coordinator
> Title II Program Coordinator
> ELL (English Language Learner) / Title III Program Coordinator
> Title IV Program Coordinator
> Title V Program Coordinator
> Homeless Program Coordinator
> Indian Education Program Coordinator
> Migrant Program Coordinator
> Gifted Program Coordinator
> Human Resources Director

To enter or update district personnel contact information, Superintendents/Administrators should request access to the LEA Core Data application in Common Logon, if they have not already done so. Superintendents/Administrators can request access via e-mail to support@azed.gov or phone (602-542-7378). They then can delegate which district staff can enter and update the contact information. The e-mail and phone numbers above may also be used to access technical assistance in use of the Core Data Common Logon Menu Item.

In addition to providing the "Business Rules" for SAIS data entry, each program office will send periodic updates to LEAs on the specific data issues affecting that program, using the e-mail addresses as entered in the Core Data application. Due to rising costs, most regular mail has been discontinued when possible.

This outline of data reporting policy and procedures is intended to highlight the key issues regarding student and achievement data in the context of NCLB. Please take advantage of the links to further information available on the ADE web site as indicated. A list of e-mail addresses for program contacts for the Academic Achievement Division is available at www.ade.az.gov/asd/. You may e-mail me with specific questions at nancy.konitzer@azed.gov or call me at 602-542-7470.

Sincerely,

Nancy Konitzer

Nancy Konitzer
Deputy Associate Superintendent
Title I and NCLB Consolidated Activities